COURSE DESCRIPTION
EXPLORING DESIGN PERSPECTIVES

Course title Exploring Design Perspectives	**Kursustitel** Udforskning af designperspektiver
Course number KF1UD--BUU	**Approved** 22 August 2023
Level and semester MA, 1. & 2. semester	**Field of study** Design for People, Planet, Play
ECTS 10	**Responsible** Eva Kappel
Exam form Pass/fail	**Assessment** Class participation The student is required to attend 75% of course lessons and participate actively in class which includes submission of two written assignments
Censor Internal	**Reexam** The reexam is an individual written assignment of 10-15 standard pages that covers the learning outcome of the course

COURSE DESCRIPTION
EXPLORING DESIGN PERSPECTIVES

Course objective

The aim of the course is to introduce the students to the future perspectives of the content unfolded in the Master's studies, and facilitate an exploration of the student's motivation and goals in relation to that. The student's competences from the past and the motivation of the present are mapped to create and support the aspirations within Design for People, Planet or Play in the future.

During the course, the students will work on identifying their own professional values, preferences and possible job roles in relation to their specific field or niche of design.

Finally, the course will focus on communicating the student's professional point of view, verbally, visually and in writing.

The course contains two written assignments in which the students use relevant literature to analyze and put their own professional field into perspective.

Learning outcome

At the examination, the student is expected to:

Knowledge:
- *have insight into the facets of the specialization ((Design for People, Planet or Play) and be able to reflect on their own professional point of view and potential*
- *have knowledge about selected design theories within creativity and creative processes*

Skills:
- *be able to map their own competences and build a scenario of where/how they see themselves working in the future*
- *be able to formulate a professional direction as a designer in writing, and be able to reflect on their own professional point of view and potential*

Competences:
- *be able to relate their own competences to needs and expectations from the outside world*
- *be able to use selected theories to examine their own professional point of view and put it into perspective*

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COURSE DESCRIPTION
DESIGN PRACTICE & PROTOTYPING

Course title Design Practice & Prototyping		**Kursustitel** Designpraksis og prototyper	

Course number KA1PP--BUU, KI1PP—BUU, KB1PP--BUU, KT1PP--BUU KK1PP--BUU	**Approved** 21.06.23

Level and semester MA, 1st semester	**Field of study** Design for People, Planet & Play

ECTS 7,5	**Responsible** Eva Kappel

Exam form Pass/fail	**Assessment** Class participation. The student is required to attend 75% of course lessons and participate actively in class.

Censur Intern	**Reexam** The reexam is an individual oral exam. The duration of the reexam is 30 minutes, of which: 10 minutes for the student's presentation 10 minutes for questions from examiners 10 minutes for deliberation and announcement of the assessment result

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COURSE DESCRIPTION
DESIGN PRACTICE & PROTOTYPING

Course objective

The course focuses on the prototype as a carrier of aesthetic and sensual aspects of design. As a designer, it is important to be aware of the prototype as a communication tool for the designer and other stakeholders.
The prototype has many different purposes and possibilities of use in a development process which calls for different designs and degrees of completion. For example, the level of skill will vary from the first quick mock-ups to the finished realisation models. Likewise, the design of the prototype will depend on the field of investigation for the specific test, e.g., material, shape, color, function, construction, scale.
In the course, the students will be introduced to the subject areas' different ways of producing and discussing prototypes and be introduced to the associated workshops.
There will be activities that support the reflection on how the individual student can best communicate their designs with the skills and competences they have available. In addition, the course will expand the students' professional repertoire within prototyping and encourage them to form a strategy for their future acquisition of skills

Learning outcomes

At the examination, the student is expected to:

Knowledge:
- *to understand the prototype as a central carrier of the communication of the aesthetic and sensory aspects of design*
- *to have an understanding that prototypes can have different purposes and possibilities of use in a development process*

Skills:
- *to be able to use relevant techniques and tools from the field*
- *to be able to develop and select techniques and tools for prototyping that are in accordance with the mediating purpose*

Competences:
- *to be able to reflect on one's repertoire of prototypes and how they can be used in the future*

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COURSE DESCRIPTION
FOUNDATIONS OF SOCIAL DESIGN

Course title Foundations of Social Design	**Kursustitel** Grundlaget for socialt design
Course number PE1GS--KMU	**Approved** 06.06.23
Level and semester MA, 1st Semester	**Field of study** Design for People
ECTS 15	**Responsible** Canan Akoglu
Exam form Oral exam	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defence
Censor Internal	**Extent/duration of exam** an individual exam is 40 minutes a group of two students is 65 minutes a group of three students is 90 minutes a group of four students is 115 minutes
Prerequisite As a mandatory prerequisite for participation in the oral exam, students must deliver a project description within the framing of the course.	**Group exam / group work** The exam takes form of either an individual exam or a group exams (up to four students in a group)

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design school kolding **DK**

COURSE DESCRIPTION
FOUNDATIONS OF SOCIAL DESIGN

Course objective

Designers are increasingly entering domains of social challenges such as improved working or living conditions. The main objective of this course is to enhance the students' understanding of social design through providing framework both in terms of theory and practice.

The course takes point of departure in the changing role of the designer and advances the students' knowledge about the contextual development and expansion of design as well as the designer's role in relation to social design. Additionally, this course addresses domains where design can create impact in people's lives and foster change. In the course, the students are introduced to the mindset and shift from designing 'for' people to designing 'with' people in relation to participatory design and are asked to start practicing in the trajectories of social design and design for social innovation. By introducing this shift, the students develop practicing a more collaborative design approach based on stakeholder/citizen involvement. Furthermore, the course provides knowledge about design anthropology.

In the course, the students are encouraged to start situating their design disciplines in relation to social design through concrete project work and/or exercises.

Learning outcome

At the examination, the student is expected to:

Knowledge:
- *have an understanding of and be able to describe the changing role of the designer*
- *have an understanding of and be able to explain the core lines in social design and design for social innovation*
- *have an understanding of and be able to identify domains where design can create impact in people's lives*

Skills:
- *organise and conduct a stakeholder/citizen involvement study*
- *apply and interpret on insights from stakeholder/citizen involvement into the design project*

Competences:
- *develop a design project based on the identified challenge and stakeholder/citizen involvement process*
- *argue own role as a designer in relation to social design*
- *reflect on and argue the relevance and value contribution of the project in a contemporary setting*

Generic learning outcome

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*

COURSE DESCRIPTION
FOUNDATIONS OF SOCIAL DESIGN

- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*

COURSE DESCRIPTION
DESIGN METHODOLOGY

Course title Design Methodology	**Kursustitel** Designmetodologi
Course number KF1ME--BUU	**Approved** 30.08.2020
Level and semester MA, 2nd semester	**Field of study** Design for People, Planet & Play
ECTS 2,5	**Responsible** Eva Kappel
Exam form Pass/fail	**Assessment** Class participation. The student is required to attend 75% of course lessons and participate actively in class.
Censor Internal	**Reexam** The reexam is an individual written assignment of 7-10 standard pages that covers the learning outcome of the course.

COURSE DESCRIPTION
DESIGN METHODOLOGY

Course objective

The course objective is to give the students a thorough introduction to design methodology in a historic perspective and make the students able to understand and put theories, discussions and main directions in the field into perspective as well as reflect on their own practice.

Learning outcome

At the examination, the student is expected to:

Knowledge:
• *have knowledge about and be able to discuss design methodology in a historic perspective*
• *be familiar with key design methodological theories*

Skills:
• *be able to explain the concept design methodology*
• *be able to apply design methodological theories*

Competences:
• *be able to reflect on design methodology in relation to his or her own practice*

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COURSE DESCRIPTION
EMPATHY AND EQUITY

Course title Empathy and Equity	**Kursustitel** Empati og lige adgang
Course number PE1LA--KMU	**Approved** 06.06.23
Level and semester MA, 2nd Semester	**Field of study** Design for People
ECTS 15	**Responsible** Canan Akoglu
Exam form Oral exam	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defence
Censor Internal	**Extent/duration of exam** an individual exam is 40 minutes a group of two students is 65 minutes a group of three students is 90 minutes a group of four students is 115 minutes
Prerequisite As a mandatory prerequisite for participation in the oral exam, students must deliver a project description within the framing of the course.	**Group exam / group work** The exam takes form of either an individual exam or a group exams (up to four students in a group)

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COURSE DESCRIPTION
EMPATHY AND EQUITY

Course objective

This course takes account of individual citizen's life course and investigates ways to re-imagine creating value with stakeholders/citizens for increased wellbeing.

The course focuses on participatory design, empathy, equity and ethics. In the course, the students dive deeper into participatory design and develop their capabilities in relation to participatory design as well as how and when to use relevant (participatory) design methods in order to create meaningful engagements with stakeholders/citizens. The students are provided knowledge about equity which acknowledges that individuals have different circumstances, backgrounds and needs. The course addresses aspects about anonymity and confidentiality in relation to ethics.

This course provides space for the students to merge their knowledge and skills into practice with a concrete project work based with participatory design approach in care, health or overall wellbeing. In order to accomplish own design project, the students also design and develop relevant tools for stakeholder/citizen engagement and account for techniques, methods and approaches for putting those designed tools into action.

Learning outcome

At the examination, the student is expected to:

Knowledge:
• *have an understanding of and be able to describe the core lines of participatory design approach, the role of empathy and equity in a design project*
• *have an understanding of and be able to explain the intensions of designing specific tools, techniques and/or methods for engaging with stakeholders/citizens*

Skills:
• *illustrate and analyse the identified context and the challenge for the design project*
• *demonstrate ability to organise the process for the design project with participatory design approach*

Competences:
• *develop tools/toolkits, techniques and/or methods to use in the design project based on participatory design approach*
• *argue choosing appropriate tools, techniques and/or methods for engaging with stakeholders/citizens*
• *develop a design solution responding to the identified context and challenge with participatory design approach*

Generic learning outcome

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

• *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
• *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*

COURSE DESCRIPTION
EMPATHY AND EQUITY

- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*

COURSE DESCRIPTION
EMPOWERING CHANGE

Course title Empowering Change	**Kursustitel** Styrkelse af forandringsprocesser
Course number KF1EC--BUU	**Approved** 24.09.24
Level and semester MA, 2nd semester	**Field of study** Design for People, Planet & Play
ECTS 2,5	**Responsible** Eva Kappel
Exam form Pass/fail	**Assessment** Class participation. The student is required to attend 75% of course lessons and participate actively in class.
Censor Internal	**Reexam** The reexam is an individual written assignment of 7-10 standard pages that covers the learning outcome of the course.

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COURSE DESCRIPTION
EMPOWERING CHANGE

Course objective

It is becoming increasingly clear that we as designers need to create first action and change rather than merely ideas, concepts, and products. A significant and expanding part of work life for designers today is the ability to plan and facilitate design processes, often in cross-disciplinary teams, rather than only being able to create products. Such processes might lead to a specific idea, solution, intervention, change of existing habits, mindsets, and practices, or new ways of communicating challenges and opportunities in and to the world. In short, we are the "DOers" of today and tomorrow.

The course builds on the 'Design Methodology' course. It aims to give the student an understanding of how prominent, contemporary design methodologies can aid the student in creating new ideas that can empower viable change in the relevant contexts – business, daily life, institutional, public, etc.

The students' work in the course involves real-life scenarios, often presented as a design brief formulated by a collaborating organization/s. Combining these scenarios with design methodological ways of thinking and designing, the students must identify relevant challenges and take steps towards robust design solutions in collaboration with the external partnering organization/s. Process planning and facilitation are closely connected to project management, and the course will touch upon project management on a smaller scale.

Learning outcome

At the examination, the student is expected to:

Knowledge:
• *Condense how designers can create the first steps towards change in and with organizations, grounded in real-life scenarios and current design methodologies*
• *Identify project management tools on a smaller scale*

Skills:
• *Interpret a real-life scenario, identify a specific design challenge, and plan a framework for approaching this challenge*
• *Carry out a design process, focusing on empowering change, and ongoingly disseminate progress and outcome visually, materially, and/or verbally*

Competences:
• *Apply relevant methodologies and methods for the involvement of stakeholders, key concepts, existing and new knowledge etc. in the design process*
• *Deliver an innovative design proposal in the form of, for instance, a relevant early and rapid prototype to a partnering organization.*

COURSE DESCRIPTION
CRITICAL FRAMING

Course title Critical Framing	**Kursustitel** Kritisk Rammesætning
Course number PE1KR--KMU	**Approved** 06.06.23
Level and semester MA, 2nd Semester	**Field of study** Design for People
ECTS 7,5	**Responsible** Canan Akoglu
Exam form Oral exam	**Assessment** 7-point grading scale The exam will be an evaluation of the presented design product and the oral defence
Censor Internal	**Extent/duration of exam** an individual exam is 30 minutes a group of two students is 50 minutes a group of three students is 70 minutes a group of four students is 90 minutes
Prerequisite As a mandatory prerequisite for participation in the oral exam, students must deliver a project description within the framing of the course.	**Group exam / group work** The exam takes form of either an individual exam or a group exam (up to four students in a group)

COURSE DESCRIPTION
CRITICAL FRAMING

Course objective

The course addresses that future designers need to master critical thinking. The objective of this course is to equip students with knowledge, concepts and practices of critical design and speculative design, enabling them to explore and envision alternative perspectives, challenge existing norms or manners and potentially provoke critical discourse through their concrete design work.

In the course, the students are asked to identify a social or a societal challenge to be addressed by their design practices through artefacts and interactions. As a result, the students enhance and demonstrate their capabilities in framing a social or societal challenge and developing a design project addressing the identified challenge based on critical design and/or speculative design perspective.

Learning outcome

At the examination, the student is expected to:

Knowledge:
* *have an understanding of and be able to explain the fundamental thoughts in the literature on critical design and speculative design*
* *have an understanding of and be able to describe examples from critical and speculative design projects*

Skills:
* *identify and analyse a social or societal challenge to be addressed through a critical approach*
* *organise a design process with a critical approach*

Competences:
* *develop a design project that tackles with and illuminates the identified challenge*
* *reflect on and argue the role of the designer in a project based on critical design practice*
* *reflect on and argue the relevance and value contribution of the project in a contemporary setting*

Generic learning outcome

In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

* *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
* *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*
* *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
* *be able to argue own role as a designer in the design proces*

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COURSE DESCRIPTION
EXPLORING DESIGN PROFESSIONS - INTERNSHIP

Course title Exploring Design Professions, internship	**Kursustitel** Udforskning af designprofessioner, praktik
Course number KF2PI--KSE	**Approved** 23.04.24
Level and semester MA, 3rd semester	**Field of study** Design for People, Planet & Play
ECTS 30	**Responsible** Eva Kappel
Exam form Written assignment	**Assessment** 7-point grading scale
Censor Internal	**Extent/duration of exam** A written assignment of 8-10 standard pages (for definition of a standard page, please see the curriculum)

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COURSE DESCRIPTION
EXPLORING DESIGN PROFESSIONS - INTERNSHIP

Course objective

The purpose of the internship is to provide students the opportunity to get hands-on experience in the vibrant and dynamic field of design while they explore their acquired design knowledge, skills and competencies in practice. While having invaluable experiences that contribute to their growth as emerging professionals in the diverse and ever-evolving field of design, students are also expected to expand and deepen their skillsets through practical exposure, professional development, and real-world application of design skills within a selection of three types of design practices.

In addition to cultivating their individual practice, students are expected to reflect on the (potential) impact of incorporating the unique perspectives of Design for People, Design for Planet, or Design for Play within the organization in terms of how to develop/change/adjust contemporary design practice. The impact may vary across a spectrum, encompassing small incremental changes within the organization to the proposition of more radical transformations.

The overall goal is to provide students to adjust, develop or re-invent contemporary design practices through different means as follows:

Track 1 - Design Practitioner: Learning from contemporary design practice
Students are expected to strengthen their operating skills meaning that they must practice designing in accordance with organisation's identity and its value proposition. They should gain an understanding in the market/outside world as well as create insights into users and relevant stakeholders in the organisation. Additionally, they should develop an analysis of what could be a potential incremental change from a Design for People, Planet or Play perspective in the organisation.

Track 2 - Design Strategist: Learning to take a strategic position
Students are expected to facilitate transformation with the skills, mindset, and experiences necessary to drive innovation and create positive impact within the organisational context. It is important to adapt to organizational changes, navigate ambiguity, and demonstrate resilience while pursuing intrapreneurial design initiatives within the company. To do so, students are expected to develop an analysis and a strategic plan to carry out a transformational process. Additionally, students should also reflect on the learning gained from facilitating transformational processes.

Track 3 - Design Academic: Learning from academic design research
Students are expected to engage in research activities within an academic research setting, exploring design theories, methodologies, and contributing to the advancement of knowledge within the field. It is important to engage in reflective practices to assess the strengths, limitations, and implications of the research conducted, fostering continuous learning and improvements. These thoughts/deliberations should be elaborated and documented in a reflection report. Additionally, students are expected to write or co-write a short conference paper.

Learning outcome
At the examination, the student is expected to:

Knowledge:
• *be able to explain how existing practice works*
• *be able to explain and describe the type of value that the contemporary design practice contributes to economical understanding, social, societal values, environmental values*

Skills:
• *be able to assess, choose and use the relevant tools and methods for having (potential) impact in the host organisation*
• be able to explain the (potential) impact of incorporating the unique perspectives of Design for People, Design for Planet, or Design for Play within a professional context

COURSE DESCRIPTION
EXPLORING DESIGN PROFESSIONS - INTERNSHIP

Competences:
• demonstrate enhanced proficiency in applying design principles, methodologies, and techniques within a professional context
• cultivate a mindset by identifying opportunities for design-driven innovation, taking calculated risks, and embracing a proactive approach to problem-solving

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COURSE DESCRIPTION
MASTER'S PROJECT

Course title Master's Project	**Kursustitel** Kandidatprojekt
Course number KP2KA--KPU, PT2KP--KPU, PE2KP--KPU	**Approved** 31.08.2018
Level and semester MA, 4th semester	**Field of study** Design for People, Planet & Play
ECTS 30	**Responsible** Eva Kappel
Exam form Combination exam: Written assignment, oral defence and design product	**Assessment** 7-point grading scale The Master´s project will be assessed as an overall evaluation of the written assignment, the presented design product and the oral defence. The three elements will be evaluated equally. In addition to the academic content, the student's spelling and fluence will also be assessed. However, the academic content is weighted more heavily, cf. Executive Order on examinations and grading in higher artistic education under the Ministry of Higher Education and Science.
Censor External	**The extent of the written report** an individual exam is 18-25 standard pages a group of two students is 24-37,5 standard pages a group of three students is 36-50 standard pages **The duration of the exam** an individual exam is 60 minutes a group of two students is 90 minutes a group of three students is 120 minutes
Comments	**Individual or group-based exam** The maximum number of students in one group is limited to three students either within or across disciplines.

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COURSE DESCRIPTION
MASTER'S PROJECT

Course objective
The Master's project must document that the student is able to solve relevant and complex design-professional problems on a professional international level by using design theory, methods and acquired skills.

In the Master's project, the student is able to put her or his entire professional expertise in play. Knowledge, skills and competencies acquired through the specialisation are demonstrated in the solution of a self-initiated, well-defined and delimited design-professional problem in collaboration with at least one external partner.

The Master's project is the student's framework to demonstrate her or his own design-professional potential in a relevant design project.

Learning outcome
The Master's project must demonstrate that the student at a high level:

Knowledge:
- *has business understanding*
- *has digital knowledge*
- *has an understanding of own design-professional competencies*
- *has an understanding of the scientific methods and theories of the design discipline*

Skills:
- *is able to identify and justify a relevant design-professional challenge*
- *is able to identify a relevant external part*
- *is able to set complex professional goals*
- *is able to master the artistic techniques and methods of the design discipline in a professional manner*
- *is able to reflect on the process and methods of the Master's project*
- *is able to communicate and discuss a complex design project with colleagues and lay people*

Competences:
- *is able to plan, manage and complete the design process from initial idea to execution, implementation and presentation (oral and visual)*
- *is able to demonstrate a novel design project where idiom and aesthetics are at the highest artistic level*
- *is able to put a design project into perspective in relation to an international context*
- *is able to demonstrate an understanding of the user(s) in relation to the project*
- *is able to apply the theories of the discipline to solve a relevant problem and put it into perspective*

Generic learning outcome
In addition to the above-mentioned course-specific learning outcomes, the student is also expected to:

- *to use and communicate knowledge, skills and/or methods from the subject area (Communication Design, Accessory Design, Industrial Design, Fashion Design or Textile Design) as a lever for relevant prototypes and solutions within the design challenge*
- *be able to translate design experiments – regardless of the outcome – into learning and development of their own design practice*
- *be able to present own research and project through an oral and visual presentation, that both explains what, why and how, and contains a reflection on the process and the concrete learning along the way*
- *be able to argue own role as a designer in the design process*